DOCUMENT RESUME

ED 412 109 SE 060 655

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TITLE A Call for Change: Recommendations for the Mathematical Preparation of Teachers of Mathematics. An MAA Report.
INSTITUTION Mathematical Association of America, Washington, DC.
ISBN ISBN-0-88385-071-0
PUB DATE 1991-00-00
NOTE 64p.
AVAILABLE FROM Mathematical Association of America, 1529 18th Street NW, Washington, DC 20036.
PUB TYPE Information Analyses (070) -- Reports - Evaluative (142)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Educational Change; Educational Improvement; Elementary Secondary Education; Mathematics Education; *Professional Development; Relevance (Education); *Standards
IDENTIFIERS Mathematical Association of America; *NCTM Professional Teaching Standards

ABSTRACT

As educators entered the 1990s, the mathematics and mathematics education communities recognized and are responding to the call for dramatic changes in school mathematics. There is an overwhelming consensus that students in this decade and beyond will develop "mathematical power" only if they are actively involved in doing mathematics at every grade level. Such substantive changes in school mathematics will require corresponding changes in the preparation of teachers. This document calls for change in how and what mathematics is taught to prospective teachers in collegiate courses, and change in the amount of mathematics preparation now required for the certification of teachers of school mathematics at all levels. To change the teaching and learning of mathematics in U.S. schools, the preparation of teachers must also include developing an understanding of students as learners of mathematics, obtaining appropriate background in mathematical pedagogy, and constructing suitable classroom environments to foster learning by all students. (ASK)

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